



MLDS CENTER

Maryland Longitudinal Data System

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MEMORANDUM

TO: MLDS Governing Board
FROM: Ross Goldstein, Executive Director
DATE: June 5, 2020
SUBJECT: External Researcher and Grant Funded Projects

Purpose

The purpose of this agenda item is to get Governing Board approval for a grant funded project and to provide updates on resubmission of previously approved projects.

Application for a Grant Funded Project

Dr. Mathew Uretsky and Dr. Angela Henneberger submitted an application for approval to use MLDS data for research on the following project: *Pathways and Patterns of Education and Workforce Participation in Maryland*.

Project Abstract

The overall research objective is to describe and summarize the patterns of academic and workforce participation among Maryland adolescents and young adults. The central hypothesis is that there are distinct identifiable patterns of student academic participation and workforce participation during high school that relate to the odds of remaining engaged in school and continuing to participate in the Maryland workforce. This hypothesis is based on the findings from three preliminary studies, which examined student persistence and achievement into, through, and beyond their fourth year of high school (Uretsky, 2019; Uretsky, Henneberger, & Woolley, 2016; Uretsky & Henneberger, 2019).

To meet the research objectives of the proposed study Drs. Uretsky and Henneberger will first use data visualization to illustrate the patterns of academic and workforce participation in Maryland over a 10 year period. Next, they will use latent class analysis to define distinct subtypes of academic and workforce participation, describing the patterning of student academic participation, performance, and Maryland workforce participation. Third, they will conduct subgroup analyses to examine whether the likelihood of membership in the identified subtypes differ by student characteristics (e.g. race, poverty). Finally, they will use latent variable log odds modeling to examine if membership in the identified subtypes are associated with later academic and workforce outcomes in Maryland.

Grant Funding

Dr. Uretsky applied for and received a \$25,000 grant from the Institute for Research on Poverty at the University of Wisconsin - Madison. The Institute is a nonpartisan research institution dedicated to producing and disseminating rigorous evidence to inform policies and programs to combat poverty, inequality, and their effects in the United States.

Researchers

Dr. Uretsky is a Professor of Social Work at Portland State University and is an Affiliate Assistant Research Professor at the University of Maryland, School of Social Work. Dr. Henneberger is an

Assistant Research Professor at the University of Maryland, School of Social Work and the Director of the MLDS Research Branch.

Approval Granted

This application was on the agenda for the March meeting. Since the meeting was cancelled, Dr. Fielder was asked to consider the application for approval. The research proposal was reviewed by staff of the Center and the Research and Policy Advisory Board. The research is cross-sector, provides beneficial information for the State, and will result in a research report and a research series presentation for the Center. Dr. Fielder approved the application.

Updates

The University of Maryland, College Park (UMCP; prime) and Baltimore (UMB; subcontract) campuses are collaborating with the Maryland Longitudinal Data System (MLDS) Center on a Human Networks and Data Science: Infrastructure project submitted to the National Science Foundation (\$4 million over 3 years). This grant project is a smaller scale version of the project submitted for an NSF mid-scale grant, which was not received last year. This smaller grant does not preclude the team from applying for the mid-scale grant and may in fact make the next proposal more attractive. The grant would provide funds for data infrastructure extensions that would more than double the length of the panel, covering individual person records for as many as 30 years for some students. Funds will also be available to support the work of connecting the education and workforce records to juvenile service records from DJS and DHS (if approved by the Maryland General Assembly in 2020).

Dr. Henneberger is collaborating with researchers from the University of Virginia and Johns Hopkins University to submit a grant to the Institute of Education Sciences for an efficacy follow-up study. The RFA has been released (see <https://ies.ed.gov/funding/>), and the project is for 3 years with a maximum award of \$1.5 million. This project was approved by the MLDS Center governing board. If funded, the project would examine the long-term effects of PBISplus implementation, including effects on high school graduation and dropout, college enrollment, college persistence and degree attainment, workforce participation and wages, and juvenile justice involvement. We will leverage linked administrative records over at least ten years (academic years 2007-2008 through 2017-2018) to examine schoolwide and student-level outcomes. The results will be used to provide policymakers, educators, and researchers with a better understanding of the long-term cost benefit of implementing the PBIS prevention framework in Maryland public schools.

Dr. Jane Lincove is collaborating with Dr. David Blazar to submit a grant proposal to the Spencer Foundation (<https://www.spencer.org/>) COVID-19 request for proposals. The maximum award is \$50,000 over 2 years. The purpose of this study is to examine the effects of COVID-19 on Black youth, who have been identified as a particularly vulnerable and highly impacted community amidst the pandemic. They will examine the effect of the pandemic at two key educational transition points: (i) the very start of formal schooling, and (ii) the end of high school and the transition into college or the workforce. Focusing on both extremes of the K-12 educational experience will provide insight to the effects of COVID-19 across developmental trajectories and, in turn, inform policy moving forward.

Dr. Marc Stein (Johns Hopkins University) is collaborating with Dr. Rachel Durham (External Collaborator at MLDS, Johns Hopkins University) and Jay Plasman (Ohio State University) to re-submit a grant to the Institute of Education Science for an Exploration study about Career and Technical Education (CTE). The RFA has been released (see https://ies.ed.gov/funding/pdf/2021_84305A.pdf). The project is for up to four years with a maximum award of \$1.7 million. This project was approved by the MLDS Center

governing board prior to it being first submitted in 2019. If funded, the project would leverage the centralized enrollment assignment process used by Baltimore City Schools as part of its universal high school choice process to determine the mechanisms and effects of CTE on several outcomes using a fuzzy regression discontinuity design method. Outcomes of interest include: on-time graduation from high school; enrollment in a postsecondary educational institution within six months of graduation; enrollment persistence in postsecondary education; labor market participation within six months of high school graduation; labor market persistence for four years, and wages.